The Training School
BULLETIN

Devoted to the Interests of those whose minds have not developed normally
Edited by
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Feeble Mindedness as a Constitutional Anomaly

Amos W. Peters

The need of a working hypothesis sometimes drives us to make theories about phenomena of which we have very little definite information. In this situation we certainly find ourselves to-day before the problem of feeble-mindedness. Yet it is for the purpose of giving direction to our efforts in research that we make these logical constructions of the imagination. They are not really made for profitable discussion as the criteria, i. e., the unknown facts needed for passing a judgment are wanting. They are merely ways of stating a problem in such form as to present a critical point of attack so that an experimental effort made according to the theory will probably carry us forward at least one step further in the accumulation of data. It should be noted that *new facts*—not chiefly a confirmation or a refutation of the theory—are the results that are wanted. It is wholly in this light that the present description must be regarded as it attempts to deal with the idea of constitutional anomaly or deficiency which is playing a rather conspicuous part in recent views of the etiology of psychopathological conditions.

In the older medical literature the idea of constitutional defect was easily and popularly evoked to explain any pathological condition which affected many or several important organs of the body. In that stage of the development of medicine this was only covering ignorance with words, a procedure that has always seemed to give considerable satisfaction to the human mind when brought to bay by the wall of the unknown. In the succeeding epoch of medical progress the effort that was made to *localize* all diseases met with considerable success. During this period pathology

used almost exclusively the anatomical method, as indeed it still does to a large degree. The many localized anatomical findings and the former lack in pathology of the wider experimental method, brought the idea of constitutional disease into disrepute. The idea was carefully shunned by scientific medicine until recently. As happens occasionally, old theories reappear in a new form, are modified by the progress of human knowledge and thus again present a very respectable appearance. Thus the idea of constitutional anomaly is again doing logical service as a principle of explanation in present-day medicine. The object of the present article is to emphasize the necessity of now putting concrete content into this principle and of ascertaining and describing the facts which constitute the abnormal condition.

What then is signified by the expression constitutional disease or by constitutional anomaly as a term descriptive of a pathological condition? In this conception there is involved one characteristic element without which it loses its integrity. This element is that of generality. The idea of a constitutional anomaly carries with it then the notion that all or a number of organs are affeced in a pathological condition that deserves to be described as constitutional. This element of the constitutional or general stands in plain contrast with the pathological condition that is primarily or principally localized in a given region or organ. While the conception of a constitutional anomaly is a little too vague for very precise characterization, yet the above distinction is sufficiently satisfactory, and at once brings this conception in contact with the newest developments of pathological physiology.

Perhaps nowhere is the research attitude in modern medicine and also the broad view in pathology better represented than by Ludolf Krehl (Heidelberg) in his Pathologische Physiologie, which is now published (Leipzig, F. C. Vogel) in its seventh edition. From the preface we translate the following extract (italics ours):

> For us Germans there lies deep in the blood the tendency to speculation, to seize quickly with the flight of thought, that which only quiet and laborious observation can work over and conquer. For scientific consideration it is critical for which problem the one method fits, for which the other, in medical practice, we often march along behind. We often think "things" to ourselves which can only be known. A "subjective" pathology of singular details still often plays a large, and it seems to me, a not valuable role.

From the table of contents of this same illuminating work we make the following brief translation from which we can perhaps infer the course of the author's thought on this subject:

> Metabolism, Constitutional Diseases, Diatheses, p. 508. Correlation of organs, 508. Hypophysis, 509. Thymus, 510. Disease of the whole organism, 511. Local and general disease, 511. Dia-

theses, 511. Theoretical possibility, 514. Diathesis and disease, 515. Constitutional anomalies, 517. Constitutional anomalies and diathesis, 520. Individual forms of diatheses, 522.

It is thus from the point of view of the *correlation* of different organs that the idea of constitutional anomaly acquires its large present-day significance in the field of pathology. That the correlation of anatomically different parts of the animal body was medicated almost exclusively by the nervous system, was formerly the prevailing view, and by working hard the hypothesis of trophic nerves this same method of correlation was made to do an exaggerated service, also in the development of the animal body. To-day we have data that lead us to ascribe a very large part of the correlations of growth and development to chemical agency. The progress of investigation compels us continually to widen our view of the scope of chemical correlation. It would now be impossible to write an adequate physiology of the growth and development to maturity of the mammalian body without the abundant use of this principle. Now, it is by reason of the recognition of these correlations that the idea of constitutional anomalies has again acquired significance. For these interrelations make it easily conceivable that a defect of development at an immature stage, or of a given organ at any stage, leads almost of necessity to a more or less generalized pathological condition with different manifestations in the various organs which are thereby affected.

We have above referred to the idea of generality as one element in the conception of a constitutional anomaly. To complete this concept, as it is ordinarily used, we shall have to add one other and probably more common idea—that of its deep-seated hereditary character, so that it affects the germ plasm itself. This idea we find well developed in a recent work by Paul Mathes on Infantilism, Asthenia, and their Relation to the Nervous System[1]. From this we quote (p. 5) and translate as follows:

> *Die Konstitution ist Verfassung (Martius)*. The constitution is primarily determined by the structure of the parental germ-cells and in turn it again determines the structure of the soma as well as of the germ-cells of the succeeding generation. It is unalterable in the individual's life by means of external influences, it is family property in the sense of Weissmann's teaching of the continuity of the germ plasm.

Furthermore, and by illustration on p. 7:

> Syphilis we must denominate as a constitutional disease for the reason that it attacks an integral constituent of the constitution, viz., the generative system. The bearer of syphilis is constitutionally sick for the reason that he as an individual and temporary

(1) Mathes, Paul (Graz). Der Infantilismus, die Asthenie, und deren Beziehungen zum Nervensystem. Berlin, S. Karger, 1912.

bearer of the continuous germ plasm has damaged the latter by this disease.

As the conception of constitutional anomaly has thus been developed it stands out as a minus variation from a normal standard and is characterized by the two significant marks of more or less generality and of inheritability. The application of this description to the condition of the feeble-minded as we to-day know them is evident. According to statistical results the hereditary proportion of these cases lies somewhere within the limits of 50 to 75 per cent. of the total number. There is thus far no successful remedial treatment and the present value of these facts lies, for the social organization, in their bearing on the problem of a prevention of the increase of the number of the feeble-minded. This latter is not the subject of the present discussion. With regard to the remainder consisting of acquired feeble-mindedness it should be noted that the conception of feeble-mindedness as being a constitutional anomaly, applies to this residue also. For any pathological condition acquired during the life of an individual and which becomes sufficiently general and fundamental may easily and probably become a constitutional anomaly as above defined and thus if permitted will form the starting point of a line of feeble-minded generations. The main point of our contention is that feeble-mindedness in general and from the standpoint of its pathological analysis should be regarded as a constitutional anomaly of the individual which he has either inherited or acquired.

If the above proposition be adopted as a working hypothesis we are at once brought before the practical problem of determining by observation and experiment what is the nature of these anomalies in comparison with the normal standard. We have thus won a point of attack, and it should be emphasized, nothing more. The importance of this point of attack, however, will appear from a consideration of our present stock of evidence pertaining to the nature of the anomalies of the feeble-minded. Of this evidence we may safely say that 99 per cent. is of a psychological nature. How much scientifically determined data have we on the *physiological* condition of these cases? Is it to be assumed that their metabolism and their other physiological functions are such small and ill-defined variants from the normal as to justify our practical neglect to determine their nature by research?

According to our working hypothesis feeble-mindedness is not an isolated psychological nor even an isolated brain phenomenon, but is constitutional, general, far-reaching throughout brain and body. Here then the burden of proof rests upon us and here is indicated the necessity of research in other directions additional to the customary psychological or psychiatrical and anatomical points of view. There is already evidence that students of the comprehensive problems which have been classed under the term of the *brain problem,* are taking the above broad view. This view is most emphati-

cally represented in both the discussion and the investigative work of Reichardt[2] of recent date. What we have above termed the physiological method Reichardt denominates the physical method and his analysis and noteworthy evaluation of the different general psychiatrical methods clearly foreshadows a subdivision into the conventional anatomical and psychological and the more recent physical (physiological) methods. Without disparaging the results of the first two it may be said that even the initial attempts along the physiological line have yielded results that were both unexpected and very encouraging to further effort.

2. *Reichardt M.* **Arbeiten ans der psychiatrischen Klinik zu Wurxburg, Hft. 6 Untersuchurgen uber das Gehirn. 1. Teil: Ubes Todesarten und Todesursachen bei Hirnkrankheiten. Jena, Fischer, 1911.**

The Story of Elise

Elise is eighteen years old, a strong, well-built girl, of average size for her age, rather pleasant and attractive looking. So far as can be learned, she seems to be of good parentage. Her defect is perhaps due to malnutrition or some accident in early years. Whatever the cause, it acted strongly, for it left her with the mind of a child of about two. She does not talk and is entirely untrainable. Her will power as shown by the voluntary use of the dynamometer is almost nil. Her use of the spirometer was a failure entirely. It will be seen that she is what may be called technically an idiot or idio-imbecile at best. Of such a child, little can be said and still less accomplished. There is no improvement to be expected, especially at this age, and indeed, in all probability, there has been no mental development since the age of two. Physically, she has grown apparently at a normal rate, and to a normal condition. The head is of normal size and is not of unusual shape. It is quite probable that the brain itself would show in its gross anatomy no deviation from the normal.

Such being the facts, it would not be worth making a story of Elsie were it not that she has had an experience which illustrates so strikingly the danger to which parents of such a child are liable of being victimized by those upon whom they rely for help. It is both natural and proper that the parents of a defective child should be anxious and should seek advice as soon as anything wrong is detected. But in such cases none but the most highly trained experts should be resorted to. In the present case, the person consulted was one who styled himself a "practical phrenologist." There is perhaps no reader of the Training School but knows that phrenology is an

exploded theory and that those that practice it in these days are, as a rule, charlatans and fakers, with the exception of an occasional sincere but self-deceived individual who has not been able to keep up with modern science who still clings to the superstitious. Nevertheless, there are many people who do not know these facts and to whom the theory that the shape of the head tells something of the mental contents, is attractive and seems plausible. It is no wonder then that such people should apply to the phrenologist and should have more or less faith in his findings.

It is partly for the enlightenment of such as these and partly for the amusement of those who know better, that the following verbatim account of the phrenologist's report on Elise is published. The italics are ours and are inserted not because the reader needs to have the absurdities pointed out, but because the intensity of the absurdity would be still greater to the reader if he knew the child as we know her. The gross absurdity of the whole thing is so enormous that one knows not how to speak of it. It would be ridiculous beyond description, if it were not that it is also pathetic. At the age of five, a child with the mentality of two should have been easily recognized as a mental defective and for the parents of such a child to be not only swindled out of the money paid for the fee, but to be bolstered up by a false hope, which has doubtless prevailed all these years, only to find in the end that the child is a helpless and hopeless idiot, is pathetic in the extreme. Hard as it is to tell it, the truth is the only kindness in such cases.

The following is the report verbatim of the "practical phrenologist:"

This little girl has a very active temperament. She has a predominance of the Vital Temperament with a full degree of the Motive which makes her full of life and vivacity. It is hard work for her to sit still two minutes at a time; even when she is asleep she is inclined to kick the bed clothes off and her brain is hardly at rest then. She will need all the sleep she can get, but it will be difficult to persuade her to take it. Yet when possible the brain should be cooled off by a wet bandage around her head so as to take away the circulation from the brain into the feet and hands. *Her whole brain is active,* consequently it is necessary for her to have the circulation regulated. I believe there is *some arrest of development in the third frontal convolution which prevents her from using her language in the ordinary way.* She will, however, I believe, *grow out of this difficulty* because she is a healthy child and therefore, there is more hope for her to be able to overcome this weakness than for some who are delicate and puny. She has come from good stock.

She has full development in the base of the brain, which gives her *energy, force and executive power.* This, of course, is against her just now, but she will need this very power to enable her to expand her energy as she grows older.

Her *acquisitiveness is also strong,* which will enable her to appreciate things that belong to her. She will want to feel that they are her own and as she grows older, *she will value her knowledge* in the same proportion that she does her personal property. Her appetite is pretty strong for a child of her age, and it may be a little difficult to control and regulate it. When she wants a thing she wants it very much, therefore it will be *necessary for her to understand the reason* why you want her to have certain kinds of food rather than other kinds. *She can be reasoned with* to a certain extent when she is cool and quiet, but when she is hot and excited, there is very little hope of getting her to understand from a reasonable standpoint what is expected of her. It would be well to cool off her head when very excited by a cold water bandage put entirely around her head and an oilsilk bandage like the one that is wet, over that. This should remain over the head for about half an hour when she will feel cooled off and quieted down, and if she could be put to bed when she is very hot and excited and after she had a bath she would be put to sleep, it would be very beneficial to her.

She has an *active brain in the organ of constructiveness,* hence she will like to see how things are put together and it would be well for her to have a little work-basket of her own when she gets a little older with needles, pins, thread, thimble and scissors. She should then be encouraged to *make little things* for her doll and even for herself, and in this way she will be *utilizing her ingenuity* and will be useful in her home.

Her *energies* have got to be exercised in one way or another, therefore, a little planning of the method in which they can be used is necessary and thought should be given to the way in which she is occupied. She has *large causality* and therefore *wants to know everything.* She has a very encouraging mind. This is the mathematical quality which as a woman she will manifest in planning and in organizing and in obtaining knowledge, even if she cannot have the ordinary education *she will pick up more information than many children of her age,* if she is given books that represent the desired information. She can also have a little help with regard to the practical lines of work, such as in the study of geography, from maps and globes, and history from the pictures of the places where certain events have taken place. A great deal of knowledge in fact can be taught her without the labor of hard study.

Her Continuity is not large, hence she will go from one subject to another very rapidly. It would be well for her to be trained to finish one subject or one line of work before she takes hold of another, for if she is concentrated in her efforts she will be worth double what she will be if she only makes an attempt to do first one thing and then another. Her mind must therefore be assisted to complete her work and finish her study whatever she happens to be giving her mind to. She has a good deal of *firmness* and *persistencies of character* which will enable her *to enjoy work provided*

it is interesting. This will apply to music and the sense of sound and the memory of tunes. She ought to be able to recognize sounds pretty well, and she may be able in a short time to reproduce the connection of one sound with another.

She has *large Benevolence* and this is a faculty that should be drawn out and developed. She should be encouraged to share her things with other children. She is disposed to be *philanthropic* and *sympathetic* and if this characteristic is drawn out in her while she is young she will get into the way of seeing the needs of others as she goes along in the world. She should be taught to think of the requirements of others as well as her own wishes.

Cautiousness is another faculty that is *largely represented.* She is *prudent, thoughtful* and *anxious* and *somewhat timid* at times, and is afraid of results. It would be well for her to be taken up to the things that she fears and in this way her fright will be disabled. But if she is intimidated by anything she will grow more and more timid and will draw within herself.

Her *Combativeness* needs to be regulated along with her Cautiousness, hence when she goes to bed at night if she is afraid of the dark *she should be reasoned with* that the dark could not hurt her, and if she hears a little mouse she should be told to take something that will keep the mouse away from her rather than be encouraged to fear it.

Sublimity and Ideality are both large organs, hence she enlarges both her fears and her sorrows and pleasures and her joys, hence she must be talked with when she is explaining anything and shown the actual facts, for her imagination will increase the actuality of the thing. She will see the thing as very much larger than it actually is. She will not desire to be untruthful, but her Sublimity being fully developed she will be inclined to draw on many bright and extravagant colors, and when she begins to talk, she will explain herself in a large and comprehensive way. She is a child that will require a considerable amount of study, thought and management, *but she will repay anyone for the attention they gave her during her development.* She can be trained largely through her domestic mind, through her lovable nature and through her *strong desire to be of use to others,* but it will be difficult to train her through her sense of obedience for *her veneration is not large,* consequently it is harder for her to understand why she is to do a thing because someone else that is older has told her to do it, than to do it because she loves that one. Therefore, her lovable nature should be called out as much as possible.

Everything that is exciting should be kept away from her so that her body may grow healthy and strong and her mind will be able to receive the proper amount of development and training, hence some care should be taken in the food that she takes. Milk should be her principal diet for it

contains more nourishment than any other kind of food. Fruit should also be combined with other food at every meal. If she is kept from taking stimulating diets her muscular system and her brain will receive more of the natural nourishment that her system requires. She should not eat meat or be given tea or coffee, and she should have a regular amount of out-door exercise even when she is occupied in her studies.

She will have to be educated largely through her Perceptive mind, in seeing, observing and handling the thing that she is to understand.

It would be *well for her to study piano or organ,* instead of the violin or harp, for she will desire to have an instrument that will be effective and responsive to her touch.

The Binet Tests and the Inexperienced Teacher

Henry H. Goddard

No one should be surprised that the Binet-Simon Measuring Scale of Intelligence has met with criticism and opposition. It is doubtful if even one of its most ardent advocates read it over for the first time without feeling that it must be impossible for such a scale to be reliable; and it is only after repeated trials and continual discovery of the accuracy with which it reveals the facts, that one becomes convinced that it is not only of value but of such remarkable accuracy that it supercedes everything else. So rapidly has this conviction spread and so widely has it extended that now those who are familiar with the tests have become so entirely confident of their supreme merit that the criticisms that from time to time appear only arouse a smile and a feeling akin to that which the physician would have for one who might launch a tirade against the value of the clinical thermometer.

There is, however, still one stronghold of those who have not used the tests themselves, and cannot yet understand how it is that it can be so accurate. They take refuge behind the belief that it is only of value in the hands of highly trained experts. One must freely admit that the more highly trained is the person who uses the scale, the closer are the results and the safer the diagnosis. And it is also true that only in the hands of a fairly trained person can one rely absolutely upon the findings in borderline cases. On the other hand, it is equally true that even novices may use the Binet Scale, provided that they use it with ordinary good sense and at the same time, recognize their own lack of experience and do not seek for the finest results. Such a person may get information that is of exceeding value, and in many cases all that is needed.

The following experience is a case in point and is so marked, that we give it in full as an illustration of what may be done with the scale by those who have received no training in its use.

Some time ago a fellow teacher remarked that she had a pupil in her class whom she thought was dull and there was some possibility in her mind that he might be even defective. She was given a pamphlet of the tests and a few suggestions as to how to ask some of the questions and recommended to give the tests and send the answers to us for review. Here is the case:

The boy was nearly thirteen years old. In the test for Age 3, he pointed to his nose, eyes and mouth, but he could not repeat "It rains. I am hungry." He repeated two figures, and he was able to point out some things in the pictures. He knew his own name.

In Age 4, he answered all of the questions correctly.

In Age 5, he compared correctly three and twelve grams, also six and fifteen. He did not copy the square, could not repeat "His name is John. He is a very good boy"; could not count four pennies, said "two—six—eight." He did do the little game of "patience."

In Age 6, asked if it was morning or afternoon he simply repeated the last word. This even when it was asked if it was afternoon or morning. In his definitions he said "A fork is a fork," "a table is made out of wood," "a chair is made out of wood," "a horse is made out of wood," "mamma is made out of wood." He could not do the three errands, of putting a key on a chair, shutting the door and bringing a box. He could not show his right hand and left ear. Showed his right hand and right ear. He did not choose the prettier of the two faces correctly. He always chose the one at the right. He could not count the thirteen pennies in Age 7. His description of pictures has been given in Age 3. He could not see what was lacking in the unfinished pictures, could not copy the diamond, and as to the four colors he said "pink"—"white"—"white"—"pink." It was useless to go any further.

So much for the tests and the results.

Now let us see what our teacher has learned about her boy. He is thirteen years old and cannot go possibly beyond seven. He is *at least* six years backward. There is no longer any doubt about his dullness or even his feeble-mindedness. But however inexperienced she may be, she can count closer even than that. It is not at all likely that she has made any great mistake in her method of giving the tests in these early years. Let us see what she may be reasonably sure of.

In Age 7, she is perfectly clear that he has failed in every one. The same is true of Age 6, unless she may be a little uncertain as to whether the answer "a table is made of wood" and "a chair is made of wood" may not be credited with those, but in all probability even she would recognize the automatism whereby he says the horse is made of wood and the mother is

made of wood which spoils the whole test. He has therefore done nothing beyond five.

In Age 5 itself, she is perfectly sure he cannot count four pennies and that he cannot repeat the sentence. There is no mistaking the fact that he cannot copy a square. She perhaps attributes his inability to repeat the sentence in Age 3 and in Age 5 to diffidence. We may allow this. If she credits him with having answered No. 4 in Age 3 in seeing something in the pictures and his comparing the three and twelve grams and the little game of patience, he would be 4^2, so that she knew pretty well that he is about four and a half, at least not over five. And without any doubt, she knows vastly more about the boy than she ever knew before, and the test has been to her of immense value, as it assures her of the truth of her suspicion, and beyond any possibility of doubt, due to any misunderstanding whatever.

Perhaps the reader will say, this child is an extreme case. It is not an extreme case in the sense that it is unusual. Any teacher who uses the scale will find a great many cases of this kind. For the sake of illustration, let us assume a case, namely that this boy was six years old instead of thirteen. Then there is some doubt. He is about four or four and a half by test and six years actually. He is approximately two years backward. Is he feeble-minded? This we could not tell. Perhaps even the next test would not tell, but there might be variations enough, either in the way of giving the test or in the way of counting them to throw him back so that he is three years backward or throw him ahead so that he is no more than a year backward. It would require the expert to judge whether it is a case of simple backwardness or of mental defect. Our inexperienced teacher could not decide this. She must recognize her inability to use the test to such a fine point. She can only say he is somewhat backward and even so probably knows more about the case than she would without the use of the scale. This illustrates what is to our mind one of the important points and one of the great values of the scale itself. While in the hands of a well-trained person, it is diagnostic to a fine degree, in the hands of the untrained or the wrongly trained person, it is still of a great deal of value and will show them more than they could otherwise determine about the child. The danger is, of course, that such untrained person, or person who has gotten into the habit of giving the test the wrong way or counting up in the wrong way, shall conclude that they are correct and rely absolutely upon their findings in spite of the fact that they are not correctly obtained.

In conclusion, as said above, it cannot be too strongly maintained that for close and extremely accurate results, one cannot be too well trained. On the other hand, for rough estimates which are, nevertheless of great interest, any person with good judgment can give the test and get results of immediate use and value.

The Story of Duncan

Eva L. Kirk

About two years ago Duncan came to the Kindergarten for the first time. Although nearly ten years of age he could neither walk alone or talk plainly, yet understood what was said to him. He was one of the ataxic type whose muscular control was so poor that it seemed as if the Kindergarten work would be entirely beyond his mastering. But the progress he was making in his cottage and his own great desire to come to Kindergarten led us to list him with the school children.

At first he could string three beads in a period of thirty minutes or put four or five pegs in the board. This, of course, was slow work, but he never tired of trying and with the smallest success was delighted.

His ambition was to sew a card. With his efforts came a feeling of despair to every one save himself. He was never discouraged and though the card became soiled or even torn he was always ready to start afresh. At last came the day when he could sew the very easy circle without help. From this he proceeded to the more difficult cards with the same success until he became able to handle his needle well.

With this achievement came the desire to weave a mat. His first attempt was almost pathetic because it seemed so impossible that he would ever be able to succeed. At first he could not bring his hands together. But his is a type of determination and by persevering day after day, the time came when he won his second victory.

The gift blocks were too small for Duncan to use, so we ordered special sets of blocks for him. In one set the blocks were two inches square with the letters and figures on. With these he used to spell and count while the other set was used for "real building." There were thirty-two of the large 8x8 inch blocks, and at first it took him a whole period to get them out of the box ready for use. The time came, however, when he could get them out, build with them and put them away again.

Meanwhile he had been trying to walk. With a little assistance he could reach the sand table, and by leaning against it could walk around it without other assistance.

He was very fond of the games and with a little help could walk to the center of the circle, stand alone and choose the games which we could understand through his motions. When the day came that he could choose the "See-Saw" or "Weather-Vane" games and play them through by making of his arms the see-saw or weather vane he was a very happy little boy.

The control and balance necessary to play these games meant to Dun-

can a big step forward toward the day when he could walk alone.

We cannot now say if that day will ever come, but judging by similar cases and by his progress thus far we are hoping for the best, and to us who know him so intimately it would mean that the sunshine now scattered to a few, would then be scattered to many, for Duncan is ever a cheerful, laughing, happy little boy.

Do you Belong to the "I Will Help" Society?

Do you want to enroll as one of the "I will help" friends?

The regular running expenses of care, maintenance, training, etc., are provided for by:

a. Church and other gifts and membership dues, for free pupils.

b. The State appropriation, for the State's wards.

c. Parents, each for his own child, for Private pupils.

Special lines of Research are provided for by donations specified for that purpose.

Baker Cottage was built by hundreds of small gifts made for that one thing.

Each year there are a number of little things that should be done. For them there are no special funds, and whenever the need arises the Superintendent must look around among the friends of the Training School for the necessary money.

It has been suggested by several of our friends that they are willing and glad to contribute a little extra whenever such a need arises if they are not called upon oftener than once in six months or once a year for this account.

Just now we need $75 to complete the fund to pay for two of our staff who are testing the immigrants at Ellis Island, to see if this form of testing will be of assistance to the Immigration Authorities in detecting mental deficiency.

We will also need $20 more for Pineal Gland for one of our little girls, whom we believe may be benefited by it.

Each mail brings requests for private information regarding mental deficiency, and we will need special sums to print one or two thousand reprints for distribution.

Each month brings its special needs of such a character that we should not call upon the maintenance fund to pay for them.

Will you not say "I will help," and send a note to the Superintendent saying: "You may call upon me for one dollar or for five dollars or for ten, or twenty-five or one hundred?" as you have been prospered.

The article in last month's issue on "The DeMoor Size—Weight Illusion," should have been credited to Mr. E. A. Doll, Assistant in Psychology. By some unaccountable oversight the author's name was omitted.

A New and Brilliant Idea

Local Committees to Aid in Solving the Problem of Feeble Mindedness

The following from Springfield, Mass., is the first organization of its kind as far as we know. It is a most admirable idea. Why may not the plan be carried out in many places?

Wherever there is one person who knows something of feeble-mindedness and is interested in the problem, a committee could be formed and work begun. No greater contribution to social betterment could be made at the present time than along these lines. The Training School will do all it can to help. EDITORS.

Springfield, Mass.

It shall be the purpose of the Central Philanthropic Council Committee for the Study of the Feeble-Minded:

(1) To discover and record cases of mental defect in the community.

(2) To persuade parents and guardians to place improvable cases in public school special classes, or in private schools for atypical children, or in State institutions for the feeble-minded, for education.

(3) To interest employers in protected mentally defective persons who may have acquired the ability to perform skilled or unskilled labor.

(4) To endeavor to remove from the community all unprotected feeble-minded persons to the permanent custodial care of State institutions.

(5) To secure volunteer aids when necessary to carry on the work of the committee.

(6) To hold regular monthly meetings.

(7) To keep a confidential card catalog with records of each case.

(8) To record such facts in connection with mental defect as may shed light upon the general problem, and to cultivate in the community an interest in determining the causes and prevention of mental defect.

(9) To help mold public opinion to the need of providing opportunities for the education of the feeble-minded to the limit of capacity, and to the dangers of unprotected feeble-minded persons in the community.

DONALD NORTH, JOHN A. PARKER,
ABIGAIL F. BROWNELL, FRANCES E. CHENEY,
DR. GEORGE E. DAWSON, *Chairman.*

Current Events

February, 1913.

February 5—Miss Vernon and Dorothy H. entertained the Maxham and Wilbur girls at Moore Cottage.

February 8—The moving picture machine given to the school by Judge Olson, of Chicago, Ill., arrived and was set up.

February 9—Miss Hill, formerly of our staff, is soon to take charge of the Laboratory at the Girls' Industrial School, Darlington, Pa.

February 12—In the evening a Teachers' Entertainment planned and arranged by Misses Warren and Randolph. Fifty-two children took part.

February 15—Mr. Robert D. Maltby from the Baron de Hirsch Agricultural School here with a party of students, visiting dairy department.

February 17—Mr. Alexander Johnson, director of the Extension Department, took up his duties to-day.

February 17—The transfer of thirteen girls to the State Home for Women was made.

February 19—A Valentine Party, in the evening. The children made about 500 valentines for this party.

February 24—Sidney C.—— gave a party to his friends in Elm Cottage.

February 26—Third Quarterly Meeting of the Board of Lady Visitors and Board of Directors.

February 26—In the evening a Moving Picture Entertainment for the children—the initial entertainment with our new Moving Picture Machine. The children wish to extend to Judge Olson a vote of thanks for his kindness.

Review

GENETICS. An Introduction to the Study of Heredity. By Herbert Eugene Walter. pp. 272. The MacMillan Company, 1913.

In this book, in the words of the author, "An attempt has been made to summarize for the intelligent, but uninitiated, reader some of the more recent phases of the questions of heredity which are at present agitating the biological world." The reader for whom the book is particularly written is

further indicated by the author as follows: "The subject of heredity concerns everyone, but many of those who wish to become better informed, regarding it are either too busily engaged or lack the opportunity to study the matter out for themselves." The book is an excellent statement of the present most generally accepted theory of heredity with such reference to older theories and opposing views as are necessary to enable the reader to know a little something of the earlier theories out of which the present has come. After a clear and intelligible definition of heredity with the somatoplasm and germplasm, and of the cell theory with its chromosomes, the author goes on to a discussion of variation, including a statement of the causes of variation as given by Darwin, Lamarck, Weismann and Bateson. Then comes De Vries and the mutation theory with illustrations and possible explanations. This is followed by a chapter of twenty-two pages on the various controversies on the subject of the Inheritance of Acquired Characters. Next the unit character idea of Galton and Johannssen with Segregation and Dominance as set forth by Mendel. Reversion to Type and the Making of New Species occupies a new chapter, including statements of the methods of improving the old and establishing new types.

Blended Inheritance and the Determination of Sex occupy the next two chapters.

Perhaps the most interesting chapter to most readers will be the eleventh, which is the Application to Man. We find a very clear statement and some very practical suggestions upon this most important phase of the subject. These suggestions are continued in the last chapter, entitled Human Conservation, taking up such topics as How Mankind May Be Improved, the Restriction of Undesirable Germplasm thru (a) the Control of Immigration; (b) More Discriminating Marriage Laws; (c) An Educated Sentiment; (d) the Segregation of Defectives, and Other Drastic Measures: The Conservation of Desirable Germplasm (a) by Subsidizing the Fit; (b) by Enlarging Individual Opportunity; (c) by Preventing Germinal Waste.

A bibliography of twenty-six well-selected titles is a valuable addition to the book, and best of all, there is a very complete index. The text is illuminated by a large number of diagrams, many of which will require considerable study but all of which will well repay such efforts.

The book is a valuable contribution to our literature on heredity and will be of distinct value to that large army of people who feel that heredity is such an important topic that they must at least know the general theory of the subject even though they have not the time to go into it scientifically and make investigations for themselves or master all of the theories that have been held.

Mechanically, the volume has all the excellencies which the Macmillan imprint insures.